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ABSTRACT

The report evaluates a K-14 career education exemplary project in Natchitoches Parish, Louisiana, for the year 1974-75. It was concluded that the evaluation findings were not valid measures for the effectiveness of the program because the time constraints did not allow for a pretest/posttest design. Student performance was measured against norms or in comparison with mean scores of students from the previous school year. The following are selected outcomes from available data: (1) 64 teachers, counselors, and administrators participated in college credit career education courses; (2) samples of elementary students in two schools had higher scores on the Coopersmith Self-Esteem Inventory than students the previous year; (3) the mean score of a sample of elementary students was 16% below the mean of the standardization sample on the career education questionnaire; (4) mean scores of samples of eighth and twelfth grade students on the career maturity inventory were lower in most areas in 1974-75 than in 1973-74; (5) baseline data on placement were established by a thorough followup study. Evaluation design summary charts are contained in the appendix, along with a list of the standardized instruments, and a copy of a locally-developed instrument. (Author/NJ)

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EVALUATION REPORT

Project No. V361047
Grant or Contract No. OEG-0-73-5308

An Exemplary Program in Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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INTRODUCTION

This evaluation report was written to provide the decision-makers information needed for improving the program and to provide information for dissemination.

Part I gives background information about the program; the program is described briefly in Part 2. Next the program objectives are stated, in Part 3. The evaluation findings are presented in Part 4, followed by a summary of findings, conclusions, and recommendations. The Evaluation Design Summary Charts are given in the Appendix, along with a list of the standardized instruments used, and copies of locally-developed instruments.

SUMMARY

Natchitoches Parish School Board
An Exemplary Program in Career Education

Project No. V361047
Grant No. OEG-0-73-5308

The Locale: Natchitoches Parish in Northwestern Louisiana, is characterized as a rural parish with a stable population of about 35,000 people. Census data indicates that minority groups comprise approximately 37 percent of the population. The parish has a substantial portion of lower/middle income families with about 38 percent of all families receiving income below the poverty level. Unemployment in the parish has been consistently higher than it is in other parishes in Louisiana, and it has been higher also than the national average for rural areas.

The Program: The overall objective of this exemplary program for career education is to facilitate each student's career achievement by relating his educational program to his needs for skills that will enable him to broaden his occupational aspirations and opportunities and to earn a living. To achieve this intent, this exemplary program focuses on the following components: (a) Guidance and Counseling Component; (b) Elementary School Component; (c) Junior High School Component; (d) High School/Post High School Component.

Selected Outcomes: The evaluation findings presented in this report are not a valid measure of the effectiveness of the program. (See Part IV, Planned Evaluation Design, page 12 and Part VI B, Conclusions.) The following are outcomes from available data: (1) Sixty-four teachers, counselors, and administrators participated in college credit career education courses; (2) Samples of elementary students in two schools had higher scores on the Coopersmith Self-Esteem Inventory than students the previous year; (3) The mean score of a sample of elementary school students was 16 percent below the mean of the standardization sample on the Career Education Questionnaire; (4) Mean scores of samples of eighth and twelfth grade students on the Career Maturity Inventory were lower in most areas in 1974-75 than in 1973-74; (5) Baseline data on placement were established by a thorough follow-up study.

PROGRAM DESCRIPTION

I. BACKGROUND INFORMATION

Natchitoches Parish is characterized as a rural parish with a stable population of about 35,000 people. Census data indicates that minority groups comprise approximately 37 percent of the population. The parish has a substantial portion of lower/middle income families, with about 38 percent of all families receiving income below the poverty level. Unemployment in the parish has been consistently higher than it is in other parishes in Louisiana, and it has been higher also than the national average for rural areas. Because of these factors it seemed imperative to the administrative staff of the Natchitoches Parish School Board that the educational needs of the students were not being met, and especially those needs of the disadvantaged students. Existing career education oriented programs at all levels needed to be expanded in terms of quality and quantity. Vocational programs were limited to one prevocational project at the junior high level, while at the senior high level, vocational courses were designed to offer entry level skills in business and distributive education, home economics, and construction. An interest-based curriculum project was available to a small population of high school students. No career-oriented programs existed at the elementary level. Counselors were not provided at the elementary level, and the guidance and counseling programs were inadequate for effective career education at the junior and senior high levels. Thus, when the career education concept began to emerge, and funds became available for grants to initiate career education programs under Section 142(C))of Part D of Public Law 90-576, the administrative staff of the Natchitoches Parish School Board felt it was the appropriate time to seek supplemental funds to launch a career education program. An application for a three-year grant of $153,959 annually was submitted on December 15, 1972, to the United States Office of Education. The application was approved and a grant for $152,440 per year was awarded to implement an exemplary program for career education for the Natchitoches Parish School Board. The grant request was for a three-year period from February 1, 1973, through January 31, 1976. The first-year funds were allocated and the project began on August 6, 1973. The purpose of this evaluation report is to present the evaluation findings, showing the extent that the program achieved its objectives.

II. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES

A. The personnel variables in the program are the students, teachers, administrators, and counselors. They are described below.

1. Students. A total of 6,195 students were involved in the Natchitoches Career Education Program. Students at all educational levels participated in the program. Table 1 provides a description of the students.

Table 1: COMPOSITION OF THE STUDENTS INVOLVED IN THE NATCHITOCHES CAREER EDUCATION PROGRAM

Grade	Male		Female		Black		White		TOTAL
	No.	%	No.	%	No.	%	No.	%	
K	239	53.0	213	47.0	228	50.0	224	50.0	452
1	260	52.0	242	48.0	272	54.0	230	46.0	502
2	211	49.0	219	51.0	216	50.0	214	50.0	430
3	246	53.0	220	47.0	259	56.0	207	44.0	466
4	235	53.0	205	47.0	233	53.0	207	47.0	440
5	220	50.0	216	50.0	222	51.0	214	49.0	436
6	231	54.0	194	46.0	231	54.0	194	46.0	425
7	229	49.0	243	51.0	250	53.0	222	47.0	472
8	243	54.0	209	46.0	215	48.0	237	52.0	452
9	307	53.0	269	47.0	301	52.0	275	48.0	576
10	266	49.0	272	51.0	301	56.0	237	44.0	538
11	270	55.0	221	45.0	257	52.0	234	48.0	491
12	280	54.0	235	46.0	288	56.0	226	44.0	515
TOTAL	3,237	52.0	2,958	48.0	3,274	53.0	2,921	47.0	6,195

2. Teachers. Three hundred forty-three teachers were involved in the career education program. One hundred fifty-five of the teachers were in the career awareness component, grades K-6, while 55 were involved in career orientation/exploration activities at the junior high level, and 133 were involved in job preparation activities at the senior high level. The following table shows the distribution of the teachers in the program with regard to sex, race, training, and experience. (Fifteen teachers are not accounted for in the table.)

Table 2: COMPOSITION OF TEACHERS INVOLVED IN THE NATCHITOCHES CAREER EDUCATION PROGRAM

School	Grades	No. of Teachers	Sex		Race		BS or BA	MS or MA	Unknown	Average Years Experience
			M	F	B	W				
Allen	K-12	24	8	16	13	11	18	6	0	11.1
Campti Elem.	K-6	15	3	12	6	9	11	4	0	9.0
Campti High	7-12	19	7	12	6	13	7	12	0	10.0
East N.J.H.	7	14	5	9	4	10	9	5	0	13.6
FV-Alpha	K-12	21	5	16	7	14	17	4	0	9.2
Marthaville	K-12	24	7	17	6	18	15	9	0	9.8
NCHS	9-12	83	29	54	30	53	40	43	0	10.11
N. Nat. Elem.	K-6	32	5	27	10	22	22	10	0	12.15
NWJH	8	15	5	10	14	11	6	9	0	9.1
Park Elem.	K-6	24	4	20	7	17	13	11	0	16.7
St. Matthew	K-12	30	6	24	14	16	19	11	0	10.9
Weaver, M. R.	K-6	27	2	25	10	17	12	15	0	16.1

3. Administrators. There were seventeen administrators in the career education program: the site coordinator, the research and placement officer, two career education specialists, twelve principals, and one director. Information on characteristics, training, and experience of the administrators is shown in the following table.

Table 3: COMPOSITION OF THE ADMINISTRATORS INVOLVED IN CAREER EDUCATION PROGRAMS

Name	Position	Sex		Race		Degree	Years of Experience
		M	F	B	W		
Joshua Hayes	Principal, A.H.	X		X		MA	14
James Hall	Principal, C.E.	X			X	MA+30	21
Earnest Morgan	Principal, C.H.S.	X			X	ME	19
Mike Whitford	Principal, ENJH	X			X	MA+30	14
Waple Lilley	Principal, FVA	X			X	MS+30	18
Donn Winn	Principal, MHS	X			X	ME	17
O. A. Slater	Director, NCHS	X			X	MS+30	24
L. P. Vaughn	Principal, NNJH	X		X		MS	35
Mary Cheros	Principal, NWE		X		X	EED	21
Kenneth Dutile	Principal, NWJH	X			X	MA	8
Wallace VanSickle	Principal, Parks E.	X			X	ME	31
Rudolph Leon	Principal, SMHS	X		X		BS+30	23
James Laroue	Principal, Weaver E.	X			X	MS+30	26
John Vandersypen	Site Coordinator	X			X	BS+30	5
Winderlean Lewis	El. Guid. Coord.		X	X		MS	17
Milton Lacefield	Res. & Placement Ofc.	X			X	MA	1
Eva Lee Martin	Sec. Guid. Coord.		X		X	MS+30	4

4. Counselors. Four counselors participated in the program as trainers in career achievement skills that students need for career success. Two worked on a full-time basis and two worked as career education counselors half-time. Table 4 presents characteristics, training, and experiences of the counselors.

Table 4: COMPOSITION OF THE COUNSELORS IN THE CAREER EDUCATION PROGRAM

Name	School	Level	Sex		Race		Degree	Years of Experience
			M	F	B	W		
Jessie Bernard	NCHS	9-12		X		X	Med+30	13
Zelma Moffett	NCHS	9-12		X	X		Med+30	18
Hattie Whittington	CHS	K-12		X		X	MS + 30	19
Thomas Roque	SMHS	K-12	X		X		BS	3

5. Other Specialists. Eight other persons were involved in the program in staff or consultant positions. Table 5 presents information about their characteristics and positions.

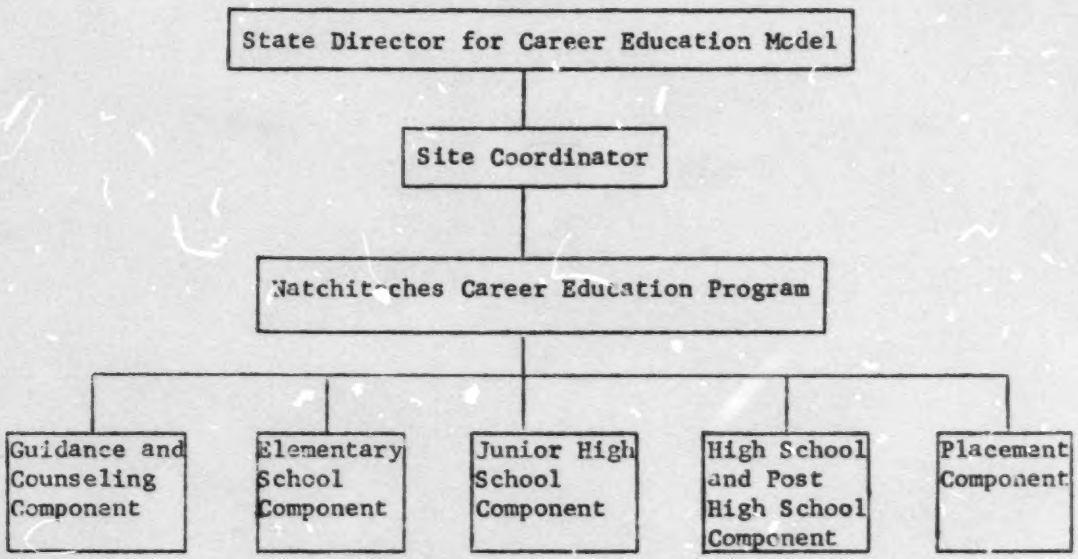
Table 5: COMPOSITION OF SPECIALIST AND CONSULTANTS INVOLVED IN THE CAREER EDUCATION PROGRAM

Name	Position	Sex		Race		Degree
		M	F	B	W	
W. J. Bullock	Superintendent	X			X	SPED-42
L. Thompson	Assit. Superin.	X			X	ME
H. Wheat	Supervisor		X		X	MS+30
B. Dennis	Consultant	X			X	Ed. D.
D. Gilbert	Consultant	X			X	MS
Dr. R. Gilbert	Consultant	X			X	Ed. D.
Dr. D. Carr	Consultant	X			X	Ed. D.
Loretta Bonner	Consultant		X		X	MS

B. The process variables in the Natchitoches Career Education Program are organization, project activities and facilities. They are described below.

1. Organization. The overall administration of the project is under the direction of the Executive Director for State Career Education Model for Louisiana State Department of Education. The site coordinator, Mr. John Vandersypen, is directly responsible for the administration of the project.

The program is organized into five components: (a) guidance and counseling component, (b) elementary school component, (c) junior high school component, (d) high school and post high school component, and (e) placement component. The figure below represents the organizational structure of the program.


State Director for Career Education Model
Site Coordinator
Natchitoches Career Education Program
Guidance and Counseling Component
Elementary School Component
Junior High School Component
High School and Post High School Component
Placement Component

2. Program Activities. The Career Education Program activities will be described by components and instructional level within the component.

a. Counseling and Guidance Component - teachers at the public school and university levels

The activities implemented in this component were directed toward increasing school staff members' awareness of career achievement skills and ability to train others. The skills include:

(1) Intrapersonal Skills - skills that will enable the student to explore his own personal world, to understand who he is and to act so as to develop his personal human resources, to increase self-awareness and self-expression.

(2) Interpersonal Skills - skills that will enable the student to relate effectively, to live effectively with others, to help others achieve career success.

(3) Problem Solving Skills - skills that will enable the student to make decisions effectively, for himself and for those he helps.

(4) Program Development Skills - skills that will enable the student to develop a sequence of steps to follow that will lead him or someone he is helping, to a specific goal.

The following activities were implemented during the 1974-75 school year.

(1) A three-week workshop was held from August 5-25, 1974, including 20 English and social studies teachers. The in-service session focused on career achievement skills utilizing techniques that teachers and counselors will use to teach students these career development skills. A product of this in-service was the development of two exemplary curriculum guides--one for English and another for social studies. These materials will be used as examples of how career education can be integrated into these subject matter areas. The guides were reproduced and distributed to all pilot school teachers.

(2) Additional in-service sessions were held during the fall and spring semesters at Northwestern State University. Participants were paid a stipend plus tuition to attend the graduate level course. In the fall, 20 math and science teachers attended. During the spring an additional 20 teachers from all areas attended the in-service sessions.

As a result of the numerous in-service sessions during the 1973-74 and the 1974-75 school years over 50 percent of all Natchitoches Parish teachers and administrators have attended graduate level in-service training. Future plans call for additional in-service sessions during the 1975-76 school year.

b. Elementary School Component - Grades K-6

The activities implemented at this level focus on broadening the elementary students' awareness of the world of work, on helping them to relate their academic life to the world of work, on developing a positive self-concept, and in guiding them toward development of sound career goals. In kindergarten, career information was integrated with learning activities such as games, songs, action poems, and graphic material. In grades 1-6, career information units have been developed in connection with social studies, reading, mathematics, and science.

Activities infused into the classroom teaching were: field trips, resource speakers, audio-visual aids, bulletin boards, role playing experience stories, group sessions, counseling, discussions, and demonstration teaching.

After teaching most of the 1974-75 school year, pilot school teachers and project staff organized a scope and sequence arranged according to grades. The clusters are based upon the developmental concept that pupils from kindergarten through grade six would experience awareness activities from each of the fifteen career clusters twice, once during the awareness stage, and again in greater depth during the motivational stage.

Table 6 presents the suggested clusters to be emphasized at different grade levels.

Table 6: SUGGESTED SCOPE AND SEQUENCE FOR CAREER EDUCATION IN ELEMENTARY SCHOOLS

Grade	Cluster
Kindergarten	The results of the data collection indicated that kindergarten teachers correlated most of the fifteen (15) job clusters into their lessons. Therefore, suggested clusters will not be listed for the kindergarten classes. Kindergarten teachers are asked, however to keep a record of the clusters which they infused into their lessons.

(Continued)

Table 6 Continued

Grade	Cluster
First Grade	Agri-Business
	Personal Service
	Fine Arts and Humanities
	Health
	Marine Science
Second Grade	Public Science
	Marketing and Distribution
	Environmental Management
	Construction
	Business and Office
Third Grade	Transportation
	Communication and Media
	Hospitality and Recreation
	Manufacturing
	Consumer and Homemaking
Fourth Grade	Environmental Management
	Transportation
	Health
	Communication and Media
	Hospitality and Recreation
Fifth Grade	Public Service
	Agri-Business
	Marine Science
	Manufacturing
	Construction
Sixth Grade	Personal Service
	Business and Office
	Marketing and Distribution
	Consumer and Homemaking
	Fine Arts and Humanities

c. Junior High School Component - Grades 7-9

Career Education at the junior high level is directed toward prevocational orientation and exploration in industrial arts and home services. The occupations represented in the junior high program are construction,

manufacturing, power mechanics, basic electricity, house care, food management, and child care. The purpose of the program is to relate school course work and occupational areas of the students choice and to guide the student toward development of a sound career ladder.

d. Senior and Post High School Component - Grades 10-12

Activities included role-playing, demonstration lessons in English, health and physical education, skits on various occupations, mini-courses, resource persons from many areas of business and industry, field trips, interviews, films, filmstrips, bulletin boards, tapes and printed materials. Junior high school students were taken to the high schools for orientation sessions on the curriculum offered. Some of the students were given an opportunity to explore the science equipment, business machines and receive short lessons in shorthand and business principles. High school students visited elementary schools and demonstrated skills in business subjects, home economics and art. Students at the high school level visited the biology labs at Northwestern State University to observe laboratory work being conducted that correlated with units of work being studied. Interested high school students visited the vocational-technical schools and the University to spend one-half of a day in the area of their interest. Some hands-on activities included articles students could develop into a hobby or life-time trade. Counseling sessions were held in several of the schools. Cooperative office education and distributive education students were placed in places of employment from the Natchitoches Central High School. The Occupational Training Child Development Wage Earners Class at Natchitoches Central High School placed students in non-paying jobs in day-care centers, nurseries, elementary schools and kindergartens.

The career education program for the high school and post high school level is designed to provide job training and preparation for gainful employment. An interest-based curriculum is used with integrates English, math, and science with the study of industrial arts and house service. Such a curriculum has been developed for power mechanics and is being developed for the construction trades and basic electricity/ electronics.

During the 1973-74 school year an interest-based curriculum guide for House Care Services in English, math, and science was developed which was written in the language concepts and terminology of the service areas, that is, house care. In the 1974-75 school year an interest-based curriculum guide for Child Care Services in English, math, and science was developed which was written in the language concepts and terminology of that service area.

Skills-training programs were available in power mechanics, construction trades, electricity and electronics, house care, food management, child care, clothing, interior design, home nursing, cooperative office education, distributive education and agriculture.

e. Placement Component - K-14

The overall responsibility of the placement component for career education is designed to provide a bridge between education and employment, post-high school education, and vocational-technical training.

It is the specific intent of the placement program to (a) create bridges between school and earning a living, (b) promote better understanding and cooperation between public education and manpower agencies, and (c) broaden occupational aspirations and opportunities for youth.

The placement component is primarily concerned with coordinating placement activities within the 12 parish high schools. However, placement is also designed to fill the various needs at the elementary and the junior high levels. To accomplish the tasks of the placement function and coordinate placement services, up-to-date forms and record-keeping procedures are utilized.

To more closely serve the needs of the students, good rapport is maintained with the principals, counselors, and teachers. The placement officer is always available to work on a one-to-one basis with all students needing assistance in obtaining job or career counseling, job referrals and recommendations, and resource materials.

The placement component is also responsible for the administration of career education testing programs and data analysis, follow-up programs, and various other miscellaneous research projects.

3. Facilities. The Career Education Program is carried out in the regular classrooms of three K-12 school complexes. Park's Elementary School, Northwestern Junior High School, and Natchitoches Central High School comprise one complex, Campti Elementary School and Campti High School comprise the second complex, and the third is St. Matthews Elementary School and High School.

C. The behavioral variables of concern in the Career Education Program were in both the cognitive and affective domains. The cognitive variables included: (1) the teachers' knowledge of career education concepts and principles, career achievement skills, and how to train others in career achievement skills; (2) students' knowledge of occupations and the relationship between school subjects and occupations; and (3) students' knowledge of career achievement skills.

In the affective domain, one objective was to improve students' self-concepts.

III. PROGRAM OBJECTIVES

Since the program objectives will be individually stated and discussed in Section IV, evaluation findings, they will not be listed here.

IV. PLANNED EVALUATION DESIGN

The type of evaluation design planned was determined by two important factors: (1) the "Draft Guidelines for the Evaluation of Career Education Programs" provided by the U. S. Office of Education, and (2) the late date of the approval of the contract for the third party evaluator.

The invitation to bid was dated October 21, 1974 and received by Educational Planning and Evaluation Services on November 4, 1974. The contract for the third-party evaluation was finally approved February 20, 1975 and notification received on February 28, 1975. At that late date it was not practical to plan a pretest/post test design. Instead, it was planned to measure student performances

against the norms and/or in comparison with mean scores of students from the previous school year. Insofar as possible, the evaluation plan followed the "Draft Guidelines for the Evaluation of Career Education Programs."

The evaluation design summary chart, in the Appendix, contains the program objectives, measuring instruments, and data collection procedures.

EVALUATION FINDINGS

V. EVALUATION FINDINGS

The findings reported in this section must be interpreted in light of the constraints mentioned above under Section IV, Planned Evaluation Design.

This section presents evaluation findings by components. The objective will be stated, the data presented, and some comments made. This pattern will be followed for each objective.

A. Elementary Component

Objective 1: The third and sixth grade students participating in the Career Education Program in the 1974-75 school year will demonstrate more positive attitudes toward themselves than did third and sixth grade students in the 1973-74 program as measured by the Coopersmith Self-Esteem Inventory. It is expected that a statistically significant difference at the .05 level will be achieved, in favor of the 1974-75 students.

The Coopersmith Self-Esteem Inventory was used to measure the extent this objective was achieved. The Inventory consists of 58 items concerned with the child's self-attitudes, arranged into five subscales: (1) General Self; (2) Social Self (peers); (3) Home-parents; (4) Lie Scale; and (5) Home-Academic.

The large number of students enrolled in grades 3 and 6 made it impractical to test all of them. Instead, a random sample was selected from each grade from each school.

The procedures used in selecting student samples to be used in program evaluation was as follows:

A fifteen percent sample of students was decided on between the on-site evaluator and the third-party evaluator.

A computer printout listing each student in grades 3 and 6 in the system by homeroom was obtained from the computer center. The students were numbered sequentially on each page according to class size. Fifteen percent of the students from each class in the population was chosen by using a table of random numbers.

Table 7 below presents comparisons of the mean raw scores of third-grade students in Campti and Parks Elementary Schools and scores for sixth graders from Campti, Parks, and St. Matthew

Schools during the 1973-74 and 1974-75 school years. Six additional elementary schools were involved in the program in 1974-75, but no test scores on the Coopersmith were available from these schools for the 1973-74 school year for comparison.

Table 7: A COMPARISON OF THE MEAN RAW SCORES MADE BY STUDENTS IN THE 1973-74 SCHOOL YEAR AND STUDENTS IN THE 1974-75 SCHOOL YEAR ON THE COOPERSMITH SELF-ESTEEM INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
Campti	3	6	27.0	4	34.8	7.8	1.25
Parks	3	8	27.1	4	27.8	.7	0.17
Combined	3	14	27.1	8	30.7	3.6	1.15
Campti	6	7	29.3	3	32.3	3.0	.98
Parks	6	10	33.8	3	37.7	3.9	1.66
St. Matthew	6	4	31.0	3	29.0	-2.0	-.66
Combined	6	21	31.8	9	33.0	1.2	.65

The data summarized in Table 7 above show that the greatest raw score gains were made by third-grade students at Campti Elementary School. All groups had slight positive gains over the 1973-74 groups except the sixth-graders at St. Matthew School. However, the "t" ratios indicate that the differences in mean scores for the 1973-74 and the 1974-75 groups were not statistically significant. This objective, therefore was not achieved.

Objective 2: The third and sixth grade students participating in the Career Education Program will demonstrate knowledge of the major duties and required abilities of different types of paid and unpaid work as measured by the Career Education Questionnaire. It is expected that the mean scores will be at or above the 50th percentile of the norm group.

The instrument used for measuring this objective is the Career Education Questionnaire (CEQ), developed by the Research Coordinating Unit for Vocational Education at the University of Minnesota. The K-3 test is a 29-item, multiple choice test which is read to a group of students by a teacher or test administrator. It requires students to relate each question to a series of three or four photographs of people working and make an "X" under the picture which best answers the question. Responses are placed directly on the test booklets. The test measures the following types of awareness concepts: 1) industries and job titles, 2) occupational level, 3) worker ability requirements, 4) worker satisfaction, and 5) working conditions.

The 4-5 test is a 54-item self-administered, group test consisting of reusable test booklets and a separate answer sheet set up for machine or hand scoring. The test consists of 32 matching items and 20 multiple choice items. The test measures the following types of awareness concepts: 1) industries and job titles, 2) occupational and educational levels, worker abilities, and requirements, school subjects as they relate to work requirements, worker satisfaction, working conditions, decision making process.

The same sample of third grade and sixth grade students, described in objective one above, were given the appropriate level CEQ, in April, 1975. The CEQ was also given to a sample of students from Allen, Fairview Alpha, Marthaville, North Natchitoches, and Weaver Elementary Schools. Table 8 below presents the summary of results for grade 3 and Table 9 summarizes the results for grade 6.

Table 8: A SUMMARY OF THE SCORES OF THIRD GRADE STUDENTS ON THE CAREER EDUCATION QUESTIONNAIRE

School	Grade	Number in Sample	Mean Raw Score	National Mean Raw Score
Allen	3	4	12.0	16.91
Campti	3	4	14.3	16.91
Fairview Alpha	3	4	13.5	16.91
Marthaville	3	3	14.0	16.91
North Natchitoches	3	6	10.6	16.91
Parks	3	5	12.6	16.91
St. Matthew	3	4	12.5	16.91
Weaver	3	5	15.2	16.91
TOTAL		35	13.0	16.91

Table 8 above shows the mean score for the sample of third graders was 13. The mean score of the standardizing sample of the K-3 level of the CEQ, provided by the publisher, was 16.91. The objective was not, therefore, achieved by the third grade sample, since it was expected that their mean score would be equal to or above the mean (50th percentile).

Table 9: A SUMMARY OF THE SCORES OF SIXTH GRADE STUDENTS ON THE CAREER EDUCATION QUESTIONNAIRE

School	Grade	Number in Sample	Mean Raw Score	National Mean Raw Score
Allen	6	4	20.8	28.39
Campti	6	4	21.0	28.39
Fairview Alpha	6	4	20.0	28.39
Marthaville	6	3	25.3	28.39
North Natchitoches	6	4	21.5	28.39
N.S.U. Middle	6	4	32.5	28.39
Parks	6	4	29.3	28.39
St. Matthew	6	4	19.0	28.39
Weaver	6	4	35.0	28.39
TOTAL		35	24.9	28.39

The data in Table 9 above indicate that the sample of sixth grade students had a mean raw score of 24.9. The CEQ norms provided by the publisher show a mean of 28.39 for the sixth grade level of the CEQ. The sixth graders were, therefore, 3.49 raw score points below the mean. The objective required a mean score equal to or greater than the 50th percentile (the mean) on the norms.

Objective 3: The third and sixth grade students participating in the Career Education Program will demonstrate knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work as measured by the Career Education Questionnaire. It is expected that the mean scores will be at or above the 50th percentile of the norm group.

The CEQ, described in objective 2 above, was used to measure this objective. The test results for the same sample of students were analyzed. Table 10 below presents the summary of results for the third grade students, and Table 11 summarizes the results of the sample of sixth graders.

Table 10: A SUMMARY OF THE SCORES OF THIRD GRADE STUDENTS ON THE CAREER EDUCATION QUESTIONNAIRE

School	Grade	Number in Sample	Mean Raw Score	National Mean Raw Score
Allen	3	4	12.0	16.91
Campti	3	4	14.3	16.91
Fairview Alpha	3	4	13.5	16.91
Marthaville	3	3	14.0	16.91
North Natchitoches	3	6	10.6	16.91
Parks	3	5	12.6	16.91
St. Matthew	3	4	12.5	16.91
Weaver	3	5	15.2	16.91
TOTAL		35	13.0	16.91

The data in Table 10 above show that the mean score of the sample of third graders was 13.0. The mean for this level on the norms table is 16.91. The objective of 50th percentile was not, therefore, achieved by the third graders in the sample.

Table 11: A SUMMARY OF THE SCORES OF SIXTH GRADE STUDENTS ON THE CAREER EDUCATION QUESTIONNAIRE

School	Grade	Number in Sample	Mean Raw Score	National Mean Raw Score
Allen	6	4	20.8	28.39
Campti	6	4	21.0	28.39
Fairview Alpha	6	4	20.0	28.39
Marthaville	6	3	25.3	28.39
North Natchitoches	6	4	21.5	28.39
N.S.U. Middle	6	4	32.5	28.39
Parks	6	4	29.3	28.39
St. Matthew	6	4	19.0	28.39
Weaver	6	4	35.0	28.39
TOTAL		35	24.9	28.39

The data presented in Table 11 above indicate that the students in three schools, N.S.U. Middle School, Parks, and Weaver, attained the objective of the 50th percentile, since their mean scores were at or above the mean of 28.39. However, the overall sample from all participating schools had a mean score of 24.9, which is below the norm for the standardization sample. The objective was not achieved.

Objective 4: The sixth grade students participating in the Career Education Program will demonstrate knowledge of entry requirements for major types of paid and unpaid work as measured by the Career Education Questionnaire. It is expected that the mean score will be at or above the 50th percentile when compared to the norm group.

The extent to which this objective was achieved was measured by use of the CEQ which is described under objective 2 above. The sample of sixth grade students was the same as for objective 3 above. Table 12 below summarizes the results for the sixth grade sample.

Table 12: A SUMMARY OF THE SCORES OF SIXTH GRADE STUDENTS ON THE CAREER EDUCATION QUESTIONNAIRE

School	Grade	Number in Sample	Mean Raw Score	National Mean Raw Score
Allen	6	4	20.8	28.39
Campti	6	4	21.0	28.39
Fairview Alpha	6	4	20.0	28.39
Marthaville	6	3	25.3	28.39
North Natchitoches	6	4	21.5	28.39
N.S.U. Middle	6	4	32.5	28.39
Parks	6	4	29.3	28.39
St. Matthew	6	4	19.0	28.39
Weaver	6	4	35.0	28.39
TOTAL		35	24.9	28.39

Table 12 above presents data showing that N.S.U. Middle School, Parks, and Weaver Schools achieved the objective. When scores from all of the schools are combined, however, the objective was not achieved.

Summary. The sixth grade students at Parks, N.S.U. Middle School, and Weaver Elementary School achieved objectives 2, 3, and 4. None of the schools achieved the first objective, and none of the third graders achieved any of the objectives.

B. Junior High School Component

Objective 1: The eighth grade students participating in the Career Education Program will increase their recognition that social, economic, educational, and cultural forces influence their development as measured by the Career Development Inventory. It is expected that the mean score will be at or above the 50th percentile when compared to the norm group.

To measure this objective, Scale C of the Career Development Inventory was used. This inventory was developed by Dr. Donald Super and his associates at Columbia University and is designed to measure the vocational maturity of adolescent boys and girls. Scale C contains 30 items and assesses the student's possession of actual occupational information and his knowledge of how to integrate personal and occupational information into educational and vocational decisions. The Inventory was administered to a sample of eighth grade students in each of the participating schools in April, 1975. The sample was selected in the same way described in objective 1, Elementary Component. Table 13 below summarizes the results obtained.

Table 13: A SUMMARY OF THE SCORES OF EIGHTH GRADE STUDENTS ON THE CAREER DEVELOPMENT INVENTORY, SCALE C

School	Grade	Number in Sample	Mean Raw Score	Norm Mean Raw Score
Allen	8	8	7.75	17.19
Campti	8	11	9.91	17.19
Fairview Alpha	8	9	9.66	17.19
Marthaville	8	3	8.66	17.19
Northwestern Junior High School	8	54	12.92	17.19
N.S.U. Lab School	8	5	16.54	17.19
TOTAL		90	11.83	17.19

The data presented in Table 13 above show a considerable spread of mean scores from the participating schools, ranging from 7.95 at Allen to 16.54 at N.S.U. Lab School. The overall mean for the sample of eighth graders is 11.83, which is 5.46 raw score points (1.17 standard deviations) below the mean (17.19) of the standardization sample.

Although the objective was not achieved, it should be explained that the standardization of the Career Development Inventory was done with tenth graders, while the students measured in this objective were only in the eighth grade.

Objective 2: The eighth grade students participating in the Career Education Program will demonstrate positive attitudes toward work as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score of the 1973-74 students.

The extent to which this objective was achieved was measured by the Attitude Scale of the Career Maturity Inventory, developed by J. O. Crites and published by CTB/McGraw-Hill. The CMI has two main sections: the Attitude Scale and the Competence Test. The Attitude Scale presents a series of attitudinal statements concerning the world of work. A measure representing the individual's career maturity is derived from his agreement or disagreement with the statements. The measure represents his maturity with respect to his feelings, subjective reactions, and dispositions toward making a career choice.

The CMI was administered to all eighth grade students in the spring of 1974, and to a random sample of eighth graders in April, 1975. Table 14 below presents a comparison of the results for students from the two schools in which the CMI was given both years.

Table 14: A COMPARISON OF THE RAW SCORES OF EIGHTH GRADE STUDENTS, 1973-74, AND EIGHTH GRADE STUDENTS, 1974-75, ON THE ATTITUDE SCALE OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
Campti	8	40	26.4	10	30.1	3.7	1.96*
Northwest Junior High School	8	232	28.2	55	28.3	0.1	0.05

*Significant at the .05 level.

The data presented in Table 14 above indicate that the mean scores on the Attitude Scale were higher in 1974-75 than in 1973-74. For the students at Campti High School, the "t" ratio of 1.96 shows a statistically significant difference. The difference in the 1973-74 and the 1974-75 means for students at Northwest Junior High School was not significant.

As the objective was stated, it was achieved at Campti, but not at Northwest Junior High School.

Objective 3: The eighth grade students participating in the Career Education Program will demonstrate their knowledge regarding the major duties and required abilities of different types of paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater than (at the .05 level) the mean score of the 1973-74 students.

Part I of the Competence Test of the CMI was used to measure this objective. The Competence Test contains five subtests: Part 1, Knowing Yourself; Part 2, Knowing About Jobs; Part 3, Choosing A Job; Part 4, Looking Ahead; and Part 5, What Should They Do? (Problem Solving). Each subtest is constructed to measure a competence that is important in the career decision-making process. All subtests use the same item format--a hypothetical situation is presented and the individual is asked to choose one of five answer alternatives. Both the item stems and the answer alternatives have been constructed systematically from a universe of content appropriate to the world of work.

The CMI was given to all eighth graders in Campti and Northwest Junior High School in the spring of 1974. It was administered to a sample of students in April, 1975.

Table 15 below presents a comparison of the results for these students for the two schools in which the CMI was given both years.

Table 15: A COMPARISON OF THE RAW SCORES OF EIGHTH GRADE STUDENTS, 1973-74, AND EIGHTH GRADE STUDENTS, 1974-75, ON PART I OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
Campti	8	40	8.2	10	7.8	-.04	-0.33
Northwest Junior High School	8	235	8.5	55	7.6	-0.90	-1.38

Table 15 above presents data which indicate that the mean scores of students in both schools were lower in 1974-75 than the mean scores for eighth graders in 1973-74. The objective was not achieved, since a significant difference was expected with the 1974-75 students having higher scores.

Objective 4: The eighth grade students participating in the Career Education Program will demonstrate their knowledge of entry requirements for major types of paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

This objective was measured by Part 4 of the CMI, "Looking Ahead," which involves career planning skills. Table 16 below presents a comparison of the results for eighth grade students in two schools in 1973-74 and eighth graders in the same schools in 1974-75.

Table 16: A COMPARISON OF THE RAW SCORES OF EIGHTH GRADE STUDENTS, 1973-74, AND EIGHTH GRADE STUDENTS, 1974-75, ON PART IV OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
Campti	8	40	8.2	10	7.1	-1.1	-1.12
Northwest Junior High School	8	223	8.9	55	8.5	-0.4	-0.60

The data given in Table 16 above show that the mean scores for the 1974-75 eighth graders were lower than the mean scores for the 1973-74 eighth graders, in both Campti and Northwest Junior High School. The greatest difference was at Campti, where the 1974-75 mean was more than 13 percent lower than the 1973-74 mean score.

The objective was not achieved.

Objective 5: The eighth grade students participating in the Career Education Program will demonstrate their knowledge of the important factors that affect work success and satisfaction as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score of the 1973-74 students.

Part I of the CMI was used to measure this objective. Table 17 below gives the results for 1974-75 compared to results for 1973-74, for eighth graders in two project schools in which the tests were administered both years.

Table 17: A COMPARISON OF THE RAW SCORES OF EIGHTH GRADE STUDENTS, 1973-74, AND EIGHTH GRADE STUDENTS, 1974-75, ON PART I OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
Campti	8	40	8.2	10	7.8	-0.4	-0.33
Northwest Junior High School	8	235	8.5	55	7.6	-0.9	-1.38

As seen in Table 17 above, the mean raw scores of the eighth graders at both schools in 1973-74 were higher than the mean scores of the eighth graders in 1974-75. The objective was not achieved, therefore, since the 1974-75 scores were expected to be significantly higher than the 1973-74 scores.

Objective 6: The eighth grade students participating in the Career Education Program will demonstrate their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

To measure the extent this objective was achieved, Parts 1 and 3 of the CMI were used.* The results and comparisons are presented separately in Table 18 below, since the results for Parts 1 and 3 could not be combined.

Table 18: A COMPARISON OF THE RAW SCORES OF EIGHTH GRADE STUDENTS, 1973-74, AND EIGHTH GRADE STUDENTS, 1974-75, ON PARTS I AND III OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in means	"t" ratio
		No.	Mean	No.	Mean		
PART I							
Campti	8	40	8.2	10	7.8	-0.4	-0.33
Northwest Junior High School	8	235	8.5	55	7.6	-0.9	-1.38
PART II							
Campti	8	40	8.5	10	10.7	2.2	2.16*
Northwest Junior High School	8	237	8.5	55	8.8	.3	0.46

*Significant at the .05 level.

*Comparisons are presented for students from the two schools in which the CMI was given both years.

From the data given in Table 18 above, it can be seen that in both schools students in 1974-75 did better on Part 3 of the CMI ("Choosing a Job") than on Part 1 ("Knowing Yourself"). On Part 1 both schools had lower mean scores in 1974-75 than in 1973-74, while on Part 3, both schools had higher scores in 1974-75.

The objective was achieved by the students at Campti on Part 3 of the CMI, but not on Part 1. Those at Northwest Junior High School did not attain the objective on either part.

Objective 7: The eighth grade students participating in the Career Education Program will demonstrate their ability to relate personal interests and values to types of paid and unpaid work and their associated life styles as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

For this objective also, Parts 1 and 3 of the CMI were appropriate for measurement of results. This was determined by the content of the Career Maturity Inventory.

Table 19 below presents comparisons of results of eighth graders in the two schools in 1973-74 and those eighth graders in 1974-75.

Table 19: A COMPARISON OF THE RAW SCORES OF EIGHTH GRADE STUDENTS, 1973-74, AND EIGHTH GRADE STUDENTS, 1974-75, ON PARTS I AND III OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
PART I							
Campti	8	40	8.2	10	7.8	-0.4	-0.33
Northwest Junior High School	8	235	8.5	55	7.6	-0.9	-1.38
PART II							
Campti	8	40	8.5	10	10.7	2.2	2.16*
Northwest Junior High School	8	237	8.5	55	8.8	.3	0.46

*Significant at the .01 level.

The 1974-75 eighth graders in both Campti and Northwest Junior High Schools had lower scores on Part 1 of the CMI than the 1973-74 eighth graders. However, on Part 3 of the CMI, the eighth graders of 1974-75 had higher scores. The Campti students had a significantly higher mean score on Part 3.

Overall, however, the objective was not attained.

Objective 8: The eighth grade students participating in the Career Education Program will demonstrate their knowledge of the steps to be taken and the factors to be considered in career planning as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

To measure the extent this objective was achieved, Part 1 of the Career Maturity Inventory was used. The comparisons presented in Table 20 below are for the 1973-74 eighth graders and the eighth graders of 1974-75, in the two schools in which the CMI was asministered both year.

Table 20: A COMPARISON OF THE RAW SCORES OF EIGHTH GRADE STUDENTS, 1973-74, AND EIGHTH GRADE STUDENTS, 1974-75, ON PART I OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
Campti	8	40	8.2	10	7.8	-0.4	0.33
Northwest Junior High School	8	235	8.5	55	7.6	-0.9	1.38

The data given in Table 20 above indicate that this objective was not achieved, as the mean scores of the 1974-75 students were lower than those of the 1973-74 students.

Summary. In this component, the 1974-75 students in Campti had significantly higher scores on the attitude scale and Part 3 of the CMI than did students during 1973-74. On Parts 1 and 4 of the CMI the students at Campti and Northwestern Junior High School had lower scores in 1974-75 than those in 1973-74.

C. Senior High School Component

Objective 1: The twelfth grade students participating in the Career Education Program will demonstrate positive attitudes toward work as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score of the 1973-74 students.

The extent to which this objective was achieved was measured by the Attitude Scale of the CMI, as described under Objective 2 of the Junior High School Component, above. The tests were administered to a sample of students in the spring of 1974 and the spring of 1975. Because of scheduling difficulties, only one student at Campti and only three students at Natchitoches Central High School took the tests in 1974. The findings reported for this and the following objectives in the Senior High School Component must be interpreted in light of the extremely limited sample.

Table 21 below presents comparisons of the results for a sample of twelfth grade students from two schools in 1973-74 and a sample from the same schools in 1974-75.

Table 21: A COMPARISON OF THE RAW SCORES OF TWELFTH GRADE STUDENTS, 1973-74, AND TWELFTH GRADE STUDENTS, 1974-75, ON THE ATTITUDE SCALE OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
Campti	12	1	35.0	7	36.1	1.1	--
Natchitoches Central	12	3	38.5	42	32.8	-5.7	-3.38*

*Significant at the .01 level.

The data presented in Table 21 above show that the mean score on the Attitude Scale was higher in 1974-75 than in 1973-74 for Campti High School, (a "t" ratio could not be computed since there was only one score for 1973-74) but was not statistically significant. For the students at Natchitoches Central High School, the "t" ratio shows that the mean score for the 1974-75 school year was significantly lower than the mean score for the 1973-74 school year.

As stated, the objective was not achieved at either high school.

Objective 2: The twelfth grade students participating in the Career Education Program will demonstrate their knowledge regarding the major duties and required abilities of different types of paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater than (at the .05 level) the mean score of the 1973-74 students.

The extent to which this objective was achieved was measured by the Competence Test of the CMI, as described under Objective 3 of the Junior High School Component.

Table 22 below presents a comparison of the results for a sample of twelfth grade students from two schools in 1973-74 and a sample from the same schools in 1974-75.

Table 22: A COMPARISON OF THE RAW SCORES OF TWELFTH GRADE STUDENTS, 1973-74, AND TWELFTH GRADE STUDENTS, 1974-75, ON PART I OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
Campti	12	1	7.0	7	12.7	5.7	--
Natchitoches Central	12	3	13.3	42	10.9	-2.4	-1.02

Table 22 above shows that the mean score of the Campti High School students was higher in 1974-75 than in 1973-74, but was not statistically significant. (A "t" ratio could not be computed since there was only one score for 1973-74.) The mean score of the Natchitoches Central High School students was lower in 1974-75 than in 1973-74.

As stated above, the objective was not achieved at either high school.

Objective 3: The twelfth grade students participating in the Career Education Program will demonstrate their knowledge of entry requirements for major types of paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

The extent to which this objective was achieved was measured by Part 4 of the CMI, "Looking Ahead," as described under objective 4 of the Junior High School Component.

Table 23 below presents a comparison of the results for a sample of twelfth grade students from two schools in 1973-74 and a sample from the same schools in 1974-75.

Table 23: A COMPARISON OF THE RAW SCORES OF TWELFTH GRADE STUDENTS, 1973-74, AND TWELFTH GRADE STUDENTS, 1974-75, ON PART IV OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
Campti	12	1	7.0	7	12.9	5.9	--
Natchitoches Central	12	3	13.0	42	10.9	-2.10	-.55

Table 23 above shows that the mean score of the Campti High School students was higher in 1974-75 than in 1973-74, but was not statistically significant. (A "t" ratio could not be computed since there was only one score for 1973-74.) The mean score of the Natchitoches Central High School students was lower in 1974-75 than in 1973-74.

As stated above the objective was not achieved at either high school.

Objective 4: The twelfth grade students participating in the Career Education Program will demonstrate their knowledge of the important factors that affect work success and satisfaction as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score of the 1973-74 students.

The extent to which this objective was achieved was measured by Part I of the CMI, as described under Objective 5 of the Junior High School Component.

Table 24 below presents a comparison of the results for a sample of twelfth grade students from two schools in 1973-74 and a sample from the same schools in 1974-75.

Table 24: A COMPARISON OF THE RAW SCORES OF TWELFTH GRADE STUDENTS, 1973-74, AND TWELFTH GRADE STUDENTS, 1974-75, ON PART I OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
Campti	12	1	7.0	7	12.7	5.7	--
Natchitoches Central	12	3	13.3	42	10.9	-2.4	-1.02

Table 24 above shows that the mean score of the Campti High School students was higher in 1974-75 than in 1973-74, but was not statistically significant. (A "t" ratio could not be computed since there was only one score for 1973-74.) The mean score of the Natchitoches Central High School students was lower in 1974-75 than in 1973-74.

As stated above, the objective was not achieved at either High School.

Objective 5: The twelfth grade students participating in the Career Education Program will demonstrate their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

To measure the extent this objective was achieved, Parts 1 and 3 of the CMI were used. Comparisons are presented for students from the two schools in which the CMI was given both years. The results and comparisons are presented separately in Table 25 below, since the results for Parts 1 and 3 could not be combined.

Table 25: A COMPARISON OF THE RAW SCORES OF TWELFTH GRADE STUDENTS, 1973-74, AND TWELFTH GRADE STUDENTS, 1974-75, ON PARTS L AND III OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
PART I							
Campti	12	1	7.0	7	12.7	5.7	--
Natchitoches Central	12	3	13.3	42	10.9	-2.4	-1.02
PART III							
Campti	12	1	12.0	7	11.9	-.1	--
Natchitoches Central	12	3	13.3	42	11.4	-1.9	-.68

From the data given in Table 25 above, it can be seen that both schools had lower mean scores on Part III of the CMI ("Choosing a Job") in 1974-75 than in 1973-74. On Part I ("Knowing Yourself"), Campti High School had a higher mean score in 1974-75 than in 1973-74, while Natchitoches Central High School had a lower mean score over the same period of time.

The objective, as stated, was not achieved at either high school.

Objective 6: The twelfth grade students participating in the career education program will demonstrate their ability to relate personal interests and values to types of paid and unpaid work and their associated life styles as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

To measure the extent to which this objective was achieved Parts 1 and 3 of the CMI were also used for measurement of results.

Table 26 below presents comparisons of results of twelfth graders in the two schools in 1973-74 and those twelfth graders in 1974-75.

Table 26: A COMPARISON OF THE RAW SCORES OF TWELFTH GRADE STUDENTS, 1973-74, AND TWELFTH GRADE STUDENTS, 1974-75, ON PARTS I AND III OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
PART I							
Campti	12	1	7.0	7	12.7	5.7	--
Natchitoches Central	12	3	13.3	42	10.9	-2.4	-1.02
PART III							
Campti	12	1	12.0	7	11.9	-.1	--
Natchitoches Central	12	3	13.3	42	11.4	-1.9	-.68

From the data given in Table 26 above, it can be seen that both schools had lower mean scores on Part III of the CMI ("Choosing a Job") in 1974-75 than in 1973-74. On Part I ("Knowing Yourself"), Campti High School had a higher mean score in 1974-75 than in 1973-74, while Natchitoches Central High School had a lower mean score over the same period of time.

The objective, as stated, was not achieved at either high school.

Objective 7: The twelfth grade students participating in the Career Education Program will demonstrate their knowledge of the steps to be taken and the factors to be considered in career planning as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

To measure the extent this objective was achieved, Part 1 of the Career Maturity Inventory was used. The comparisons presented in Table 27 below are for the 1973-74 twelfth graders and the twelfth graders of 1974-75, in the two schools in which the CMI was administered both years.

Table 27: A COMPARISON OF THE RAW SCORES OF TWELFTH GRADE STUDENTS, 1973-74, AND TWELFTH GRADE STUDENTS, 1974-75, ON PART I OF THE CAREER MATURITY INVENTORY

School	Grade	1973-74		1974-75		Difference in Means	"t" ratio
		No.	Mean	No.	Mean		
Campti	12	1	7.0	7	12.7	5.7	--
Natchitoches Central	12	3	13.3	42	10.9	-2.4	-1.02

The data given in Table 27 above indicate this objective was not achieved. Although the mean score of the Campti High School students in 1974-75 was higher than the mean score of the students in 1973-74, this difference was not statistically significant. (A "t" ratio could not be computed since there was only one score for 1973-74). The mean score of the Natchitoches Central High School students was lower in 1974-75 than that of the 1973-74 students.

D. Placement Component.

Objective 1: A greater percent of exiting students will be placed in further education during the 1974-75 year than was placed during the 1973-74 year.

The Career Education project staff conducted a follow-up study of the 1973-74 students during the 1974-75 school year. Questionnaire forms were mailed November 15, 1974 to 538 former students. Data were obtained on the students not returning questionnaires through telephone interviews with former students, interviews with teachers, counselors, principals, and other students having "first-hand" information about former students.

Table 28 below presents the data on the 1973-74 students. During the 1975-76 school year, a follow-up study will be conducted which will obtain data on 1974-75 students for comparison with the data on the 1973-74 students. The data for evaluation of this objective will be presented in the second quarterly report, during the 1975-76 school year.

Table 28: A COMPARISON OF THE NUMBER AND PERCENT OF EXITING STUDENTS PLACED IN FURTHER EDUCATION DURING 1973-74 AND 1974-75 SCHOOL YEARS

School	1973-74		1974-75*		Differences	
	Number	Percent	Number	Percent	Number	Percent
Allen High School	13	36				
Ashland High School	7	41				
Campti High School	6	19				
Cloutierville High	7	22				
Fairview Alpha High	9	41				
Goldonna High School	5	20				
Gorum High School	5	23				
Marthaville High	2	10				
Natchitoches Central	109	43				
Provencal High	8	31				
RobeLine High School	6	35				
St. Matthew High	16	53				
TOTAL	193	36				

*Data not yet available.

Objective 2: A greater percent of senior high school students will be placed in paid/unpaid occupations during the 1974-75 school year than was placed during the 1973-74 year.

The comments made under Placement Component Objective 1 above apply to this objective also. Table 29 below presents the 1973-74 baseline data. Comparative data for 1974-75 will be reported in the second quarterly report.

Table 29: A COMPARISON OF THE NUMBER AND PERCENT OF SENIOR HIGH SCHOOL STUDENTS PLACED IN JOBS DURING THE 1973-74 AND 1974-75 SCHOOL YEARS

School	1973-74		1974-75*		Differences	
	Number	Percent	Number	Percent	Number	Percent
Allen High School	5	14				
Ashland High School	5	29				
Campti High School	13	41				
Cloutierville	11	34				
Fairview Alpha	7	32				
Goldonna	7	25				
Gorum High School	8	36				
Marthaville High	12	57				
Natchitoches Central	71	20				
Provencal	8	31				
Robeline	6	35				
St. Matthew	6	20				
TOTAL	159	30				

*Data not yet available

Objective 3: A greater percent of those placed in further education and employment during the 1974-75 school year will consider the placement to be consistent with their career plans than those placed during 1973-74.

Data to evaluate this objective is not available. The 1973-74 follow-up did not obtain this type of information and the follow-up to be conducted on the students who exited in 1974-75 will not ask for this information. This objective will not be included in the 1975-76 evaluation plan.

Objective 4: A greater percent of the 1974-75 twelfth grade students will be engaged in part-time or unpaid work they consider consistent with their career plans than the 1973-74 twelfth graders.

Data to evaluate this objective is not available. The 1973-74 follow-up did not obtain this type of information and the follow-up to be conducted on the students who exited in 1974-75 will not ask for this information. This objective will not be included in the 1975-76 evaluation plan.

E. Management Component:

Objective 1: The school administration will increase the number and type of job preparation opportunities during the 1974-75 school year. It is expected that there will be 10 percent greater number and types of job preparation programs than was offered during the 1973-74 school year.

Management objective one was measured by comparing the number of job training fields offered in the Natchitoches Parish during the 1974-75 school year with those offered in the parish during the 1973-74 school year. The comparisons are shown in Table 30.

Table 30: A COMPARISON OF THE JOB TRAINING FIELDS OFFERED IN 1974-75 WITH THOSE OFFERED IN 1973-74

Job Training Location and Field	Offered In 1973-74	Offered In 1974-75
Natchitoches Area and Central Area Trade School:		
Auto Mechanics	Yes	Yes
Accounting	Yes	Yes
Business Machines	Yes	Yes
Business Administration	Yes	Yes
Secretarial	Yes	Yes
Typist Clerk	Yes	Yes
Electrical Appliance and Repair	Yes	Yes
Electricity	Yes	Yes
Jewelry Crafts	Yes	Yes
Machine Shops	Yes	Yes
Office Machine Repair	Yes	Yes
Practical Nursing	Yes	Yes

(Continued)

Table 30 Continued

Job Training Location and Field	Offered In 1973-74	Offered In 1974-75
Prevocational Refrigeration and Air Conditioning	Yes	Yes
Vocational Drafting	Yes	Yes
Watchmaking	Yes	Yes
Welding	Yes	Yes
Cosmotology	Yes	Yes
Upholstery	Yes	Yes
Meatcutting	Yes	Yes
Natchitoches Parish High Schools		
Agriculture Production	Yes	Yes
Distributive Education	Yes	Yes
Nurse's Aide	Yes	Yes
Clothing Management Production and Service	Yes	Yes
Food Management Production & Service	Yes	Yes
Home Furnishings, Equipment & Service	Yes	Yes
Accounting and Computing	Yes	Yes
Business Data Processing	Yes	Yes
Filing, Office Machines	Yes	Yes
Information and Communication	Yes	Yes
Stenographer, Secretary	Yes	Yes
Typing	Yes	Yes
Office Occupations	Yes	Yes
Auto Mechanics	Yes	Yes
Construction and Maintenance	Yes	Yes
Drafting	Yes	Yes
Electronics Occupations	Yes	Yes
Woodworking	Yes	Yes
Radio and Television	No	Yes
Electronics	No	Yes
Food Service	No	Yes
Child Development	No	Yes
Home Economics	No	Yes

The data in the above table show there were five additional job preparation programs offered during the 1974-75 school year. This is a 13.5 percent increase in the number of job preparation programs. The additional programs were started in the Natchitoches High Schools. The objective was achieved.

Objective 2: The school administration will demonstrate knowledge of the finances expended on the Career Education Project that came from Section 142(C) of Part D of public Law 90-576 as indicated by an expenditure report. It is expected that the report will contain data on money expended by components.

Evidence that this objective was achieved can be seen in Table 31 below which presents a breakdown on the expenditures in the program by components.

Table 31: NATCHITOCHES PARISH EXEMPLARY PROGRAM FOR CAREER EDUCATION: EXPENDITURE BY COMPONENTS, 1974-75

	Part D Funds	State and Local Funds	Total Funds
Administrative Component			
Salary, benefits, supplies, equipment, travel, communication, and part-time secretary	$ 20,126.56	$18,082.01	$ 38,208.51
Component A--Guidance and Counseling			
Management Component Northwestern State University In-Service	32,907.94	10,000.00	42,907.94
Component B--Career Achievement Skills			
Materials, Supplies, Equipment	5,234.00	5,271.83	10,505.83
Component C--Elementary Career Awareness			
Salary, benefits, supplies, equipment, travel, student travel	23,059.35	3,500.00	26,559.35
Component D--Junior High School Orientation/Exploration			
Salary, benefits, materials, supplies, student travel	18,360.83	18,569.64	36,930.47

(Continued)

Table 31 Continued

	Part D Funds	State and Local Funds	Total Funds
Component E--Senior High Post High School Job Preparation Salaries, benefits, materials, supplies, travel, student travel, reproduction, trade school	$ 27,530.00	$ 4,728.17	$ 32,258.17
Component F--Placement Salary, benefits, supplies travel, communications	15,742.44	--------	15,742.44
Project Evaluation Part D	5,500.00		
Indirect Cost	2,971.88		
TOTAL PROJECT EXPENDITURES	$151,933.00	$60,151.65	$203,112.71

Objective 3: The teachers involved in the Career Education Program will increase their knowledge of career education as indicated by in-service training tests. It is expected that a statistically significant gain at the .05 level will be achieved.

Northwestern State University of Natchitoches received a grant of $26,970 to provide training in career education for 60 secondary teachers from the target schools. Eighteen teachers attended the summer, 1974 session; 21 attended the fall session, and 25 attended the spring, 1975 session. A total of 64 teachers completed the training and received college credit for it.

The objective as stated above could not be evaluated because no pretest and post test data were provided by those responsible for the training. The usual end-of-course reports for college credit were provided for the teachers in who attended the summer, 1974 session and the spring, 1975 session. Table 32 below presents a summary of final test data and course grades.

Table 32: A SUMMARY OF THE TEST SCORES AND COURSE GRADES OF TEACHERS IN THE CAREER EDUCATION WORKSHOPS

Session	Post Test Mean	Course Grades		
		A	B	C
Summer, 1974	88.0	7	6	5
Fall, 1974		Not Available		
Spring, 1975	88.3	10	13	2
TOTAL	88.2	17	29	7

Although the objective as stated was not measured, the data presented above indicate that the teachers did increase their knowledge of career education concepts.

Objective 4: The teachers involved in the Career Education Program will respond positively to career education concepts as measured by a Semantic Differential. It is expected that a mean gain of .25 will be made on the post tests.

A Semantic Differential was used as a pretest and post test to determine if this objective was achieved. (See the Appendix of this report for a copy of the Semantic Differential used.) Fifteen pairs of adjectives were applied to each of the following concepts, by each participant: (1) Vocational Education; (2) Education for a Career; (3) Academic Education; (4) Industrial Education; (5) Teaching Work Values; (6) College Preparatory; (7) Vocational Tract; and (7) Manual Labor. Table 33 below presents a summary for the pretest and post test results for each group.

Table 33: A COMPARISON OF THE PRETEST AND POST TEST SCORES OF THE TEACHERS IN THE CAREER EDUCATION WORKSHOPS ON A SEMANTIC DIFFERENTIAL

Session	Pretest Mean	Post Test Mean	Difference in Means
Summer, 1974	5.88	5.85	-.03
Fall, 1974	4.14	4.96	+.82
Spring, 1975	4.68	5.60	+.92
TOTAL	4.84	5.46	+.62

Data presented in Table 33 above indicate that the objective was achieved. The overall gain for all three groups was .62, compared to .25 required by the objective. One group, those enrolled in the summer, 1974 course, did not achieve the objective.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

VI. SUMMARY, CONSLUSIONS, AND RECOMMENDATIONS

A. Summary of Findings

Tables 34 through 38 summarize the results of the evaluation by components. Information is presented for each objective and includes the following: the measuring instrument, expected performance level, target population, results, and whether the objective was achieved.

Caution should be used in the interpretation of these findings because of the constraints mentioned previously and the limited sample used in the measurement of the Senior High School Component objectives.

Table 34: SUMMARY OF THE EVALUATION RESULTS FOR THE ELEMENTARY COMPONENT

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
1	Coopersmith Self-Esteem Inventory	Significantly higher score than 1973-74 participants	3rd and 6th graders	"t" Ratio: 3rd 1.15 6th 0.65		X
2	Career Education Questionnaire	Mean of 50% or higher 3rd: 16.91 and 6th: 28.39	3rd and 6th graders	Mean Scores: 3rd 13.0 6th 24.9		X
3	Career Education Questionnaire	Mean of 50% higher 3rd: 16.91 and 6th: 28.39	3rd and 6th graders	Mean Scores: 3rd 13.0 6th 24.9		X
4	Career Education Questionnaire	Mean of 50th percentile or higher: 28.39	6th graders	Mean Score: 24.9		X

Table 35: SUMMARY OF THE EVALUATION RESULTS FOR THE JUNIOR HIGH SCHOOL COMPONENT

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
1	Scale "C" Career Development Inventory	50th percentile or higher	8th graders	Mean Score: 11.83		X
2	Attitude Scale, Career Maturity Inventory (CMI)	1974-75 significantly higher than 1973-74	8th graders	"t" Ratio: Campti: 1.96 NWJH: 0.05	X	X
3	Part 1, CMI	1974-75 significantly higher than 1973-74	8th graders	"t" Ratio: Campti: -.33 NWJH: -1.38		X X
4	Part 4, CMI	1974-75 significantly higher than 1973-74	8th graders	"t" Ratio: Campti: -1.12 NWJH: -0.60		X X
5	Part 1, CMI	1974-75 significantly higher than 1973-74	8th graders	"t" Ratio: Campti: -.33 NWJH: -1.38		X X
6	Part 1, CMI Part 3, CMI	1974-75 significantly higher than 1973-74	8th graders	"t" Ratio: Part 1 Campti: -0.33 NWJH: -1.38 Part 3 Campti: 2.16 NWJH: 0.46	X	X X X

(Continued)

Table 35 Continued

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved Yes	Objective Achieved No
7	Part 1, CMI Part 3, CMI	1974-75 significantly higher than 1973-74	8th graders	"t" Ratio: Part 1 Campti: -0.33 NWJH: -1.38 Part 3 Campti: 2.16 NWJH: 0.46	 X 	 X X X
8	Part 1, CMI	1974-75 significantly higher than 1973-74	8th graders	"t" Ratio Campti: -.33 NWJH: -1.38	 	 X X

Table 36: SUMMARY OF THE EVALUATION RESULTS FOR THE SENIOR HIGH SCHOOL COMPONENT

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved Yes	Objective Achieved No
1	Attitude Scale, Career Maturity Inventory	1974-75 significantly higher than 1973-74	12th graders	Campti: -----* NCHS: "t" ratio -3.38**	 	 X
2	CMI, Part 1	1974-75 significantly higher than 1973-74	12th graders	Campti: -----* NCHS: "t" -1.02	 	 X

(Continued)

Table 36 Continued

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
3	CMI, Part 4	1974-75 significantly higher than 1973-74	12th graders	Campti: -----* NCHS: "t" -.55		X
4	CMI, Part 1	1974-75 significantly higher than 1973-74	12th graders	Campti: -----* NCHS: "t" -1.02		X
5	CMI, Parts 1&3	1974-75 significantly higher than 1973-74	12th graders	Campti: -----* NCHS: negative "t"s		X
6	CMI, Parts 1&3	1974-75 significantly higher than 1973-74	12th graders	Campti: -----* NCHS: "t" -.55		X
7	CMI, Part 1	1974-75 significantly higher than 1973-74	12th graders	Campti: -----* NCHS: "t" -1.02		X

*"t" ratio could not be computed since there was only one score for for 1973-74

**Significant at .01 level

Table 37: SUMMARY OF THE EVALUATION RESULTS FOR THE PLACEMENT COMPONENT*

*(Data not yet available; evaluation will be presented in the second quarterly report.)

Table 38: SUMMARY OF THE EVALUATION RESULTS FOR THE MANAGEMENT COMPONENT

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved Yes	No
1	Curriculum Offerings	10 percent greater job preparation programs	N/A	13.5% increase in number of job preparation programs	X	
2	Expenditure Report	N/A	N/A	Report Complete	X	
3	Criterion-Referenced Tests	Significant gain	Teachers in in-service courses	1. Mean Score on final exam: 88% 2. Course Grades: 17 A's 29 B's 7 C's	X	
4	Semantic Differential	.25 increase on 7 point scale	Teachers in in-service courses	Mean Gain of .62	X	

B. Conclusions

The evaluation findings suggest the following conclusions:

1. The evaluation findings presented in this report are not a valid measure of the effectiveness of the program. There are a number of reasons for this:

   a. A random sample of students was selected for measurement. Not all teachers, however, have been involved in training or career education activities.

b. Comparisons were not possible in several schools because they were not involved in the project during the previous school year.

c. Without pretests and post tests on the same students during the same school year results cannot be directly related to project activities.

2. While the desired significant increase in self-concept was not achieved, the students in Campti and Parks Elementary Schools did demonstrate a more positive attitude toward self in 1974-75 than 1973-74, as measured by the Coopersmith Self-Esteem Inventory.

3. The career knowledge of the third and sixth grade students involved in the project seems to be less than the career knowledge possessed by students in the same grades throughout the United States.

4. The eighth grade students at Campti School in 1974-75 school year demonstrated a significantly more positive attitude toward work than the eighth graders in their school the previous year.

5. When the results of the Career Maturity Inventory for eighth graders of 1974-75 were compared to the results obtained by the 1973-74 eighth graders, it was found that the 1973-74 students had higher scores on Part 1 (Knowing Yourself) and Part 4 (Looking Ahead), but the 1974-75 eighth graders had better scores on Part 3 (Choosing a Job).

6. None of the career education objectives were achieved in the senior high school component but in comparing the 1973-74 and 1974-75 twelfth graders, the sample tested in 1973-74 was too small to draw any valid conclusions.

7. In the placement component baseline data were established by a follow-up study conducted in the fall of 1974. Comparisons between 1973-74 and 1974-75 cannot be made until a follow-up study is done on the 1974-75 exiting students.

8. The data collected on the management component objectives indicate that the program had effective administration.

9. Sixth-four teachers, counselors, and administrators participated in workshops for college credit during 1974-75. The data collected on participants of these courses are not sufficient to evaluate the effectiveness of the training.

10. It appears that career education activities in the Campti Junior High School have been more effective than career education activities at Northwestern Junior High School as students in this school achieved more of the objectives.

C. Recommendations

The following recommendations are based upon the evaluation findings and conclusions:

1. Student outcomes should be measured for only those teachers who are involved in training activities and career education activities.

2. The project director should be responsible for training activities so they can be more directly related to the project and can be evaluated.

3. It is recommended that the evaluation be based upon pretest and post test measurement of student outcomes. Pretests should be administered as early in the fall semester as possible.

4. If evaluation data are to be based upon measurement of samples of students, it is recommended that larger samples be used.

5. It is recommended that the criteria of expected performance stated in the objectives be expressed in realistic terms. The baseline data gathered during the 1974-75 year should be used to establish realistic goals.

6. For those objectives in the placement component requiring data not available until after the end of the project year, it is recommended that the objective be revised to use data from the previous year which will be available.

7. A careful study of the "Outcome question/treatment group matrix" should be made and evaluation plans made for only the actual activities planned. It is recommended that the measuring instruments used be selected carefully to insure that the instrument actually measures the behaviors stated in the objective and the behaviors being influenced by program activities.

8. It is recommended that the career education activities used at Campti Junior High be considered for use in some of the other schools, since they seem to be more successful than some of the activities used in other schools.

Appendix A

Evaluation Design Summary Chart

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The 3rd and 6th grade students participanting in the Career Education Program in the 1974-75 school year will demonstrate more positive attitudes toward themselves than did 3rd and 6th grade students in the 1973-74 program as measured by the Coopersmith Self-Esteem Inventory. It is expected that a statistically significant difference at the .05 level will be achieved, in favor of the 1974-75 students.	Coopersmith Self-Esteem	Already Available	Attitudes toward self and others	15% random sample of 3rd & 6th grade students	April,1975	Research and Placement Officer
2. The 3rd and 6th grade students participating in the Career Education Program will demonstrate knowledge of the major duties and required abilities of different types of paid and unpaid work as measured by the Career Education Questionnaire. It is expected that the mean scores will be at or above the 50th percentile of the norm group.	CEQ, Grades K-3	Already Available	Knowledge of duties and abilities involved in various types of jobs	15% random sample of 3rd grade students	April, 1975	Research and Placement Officer
	CEQ, Grades 4-6	Already Available	Same as above	15% random sample of 6th grade students	April,1975	Research and Placement Officer

ELEMENTARY COMPONENT PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The 3rd and 6th grade students participating in the Career Education Program will demonstrate knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work as measured by the Career Education Questionnaire. It is expected that the mean scores will be at or above the 50th percentile of the norm group.	CEQ, Grades K-3	Already Available	Knowledge of work conditions in various types of jobs	15% random sample of 3rd grade students	April, 1975	Research and Placement Officer
	CEQ, Grades 4-6	Already Available	Same as above	15% random sample of 6th grade students	April,1975	Research and Placement Officer
4. The 6th grade students participating in the Career Education Program will demonstrate knowledge of entry requirements for major types of paid and unpaid work as measured by the Career Education Questionnaire. It is expected that the mean score will be at or above the 50th percentile when compared to the norm group.	CEQ, Grades 4-6	Already Available	Knowledge of entry requirements of various types of jobs	15% random sample of 6th grade students	April,1975	Research and Placement Officer

EVALUATION DESIGN SUMMARY CHART

JUNIOR HIGH COMPONENT PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The 8th grade students participating in the Career Education Program will increase their recognition that social, economic, educational, and cultural forces influence their development as measured by the Career Development Inventory. It is expected that the mean score will be at or above the 50th percentile when compared to the norm group.	CDI, Scale C	Already Available	Scale C. Information and Decision Making	Sample of 8th grade students	April,1975	Research and Placement Officer
2. The 8th grade students participating in the Career Education Program will demonstrate positive attitudes toward work as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score of the 1973-74 students.	CMI, Attitude Scale	Already Available	Attitudes toward work	Sample of 8th grade students	April,1975	Research and Placement Officer

EVALUATION DESIGN SUMMARY CHART

JUNIOR HIGH COMPONENT PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The 8th grade students participating in the Career Education Program will demonstrate their knowledge regarding the major duties and required abilities of different types of paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater than (at the .05 level) the mean score of the 1973-74 students.	CMI, Part I	Already Available	Duties and abilities required in various occupations	Sample of 8th grade students	April,1975	Research and Placement Officer
4. The 8th grade students participating in the Career Education Program will demonstrate their knowledge of entry requirements for major types of paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.	CMI, Part IV	Already Available	Preparation requirements for major types of work	Sample of 8th grade students	April,1975	Research and Placement Officer

EVALUATION DESIGN SUMMARY CHART

JUNIOR HIGH COMPONENT PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
5. The 8th grade students participating in the Career Education Program will demonstrate their knowledge of the important factors that affect work success and satisfaction as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score of the 1973-74 students.	Career Maturity Inventory, Part I	Already Available	Part I - Knowing Yourself	Sample of 8th grade students	April,1975	Research and Placement Officer
6. The 8th grade students participating in the Career Education Program will demonstrate their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.	Career Maturity Inventory, Parts I and III	Already Available	Part I - Knowing Yourself Part III - Choosing a Job	Sample of 8th grade students	April,1975	Research and Placement Officer

EVALUATION DESIGN SUMMARY CHART

JUNIOR HIGH COMPONENT PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
7. The 8th grade students participating in the Career Education Program will demonstrate their ability to relate personal interests and values to types of paid and unpaid work and their associated life styles as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.	Career Maturity Inventory, Parts I III	Already Available	Part I - Knowing Yourself Part III - Choosing a Job	Sample of 8th grade students	April,1975	Research and Placement Officer
8. The 8th grade students participating in the Career Education Program will demonstrate their knowledge of the steps to be taken and the factors to be considered in career planning as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.	Career Maturity Inventory, Part I	Already Available	Part I - Knowing Yourself	Sample of 8th grade students	April,1975	Research and Placement Officer

EVALUATION DESIGN SUMMARY CHART

SENIOR HIGH COMPONENT PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The 12th grade students participating in the Career Education Program will demonstrate positive attitudes toward work as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score of the 1973-74 students.	CMI, Attitude Scale	Already Available	Attitudes toward work	Sample of 12th grade students	April, 1975	Research and Placement Officer
2. The 12th grade students participating in the Career Education Program will demonstrate their knowledge regarding the major duties and required abilities of different types of paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater than (at the .05 level) the mean score of the 1973-74 students.	CMI, Part I	Already Available	Duties and abilities required in various occupations	Sample of 12th grade students	April, 1975	Research and Placement Officer

EVALUATION DESIGN SUMMARY CHART

SENIOR HIGH COMPONENT PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The 12th grade students participating in the Career Education Program will demonstrate their knowledge of entry requirements for major types of paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.	CMI, Part IV	Already Available	Preparation requirements for major types of work	Sample of 12th grade students	April, 1975	Research and Placement Officer
4. The 12th grade students participating in the Career Education Program will demonstrate their knowledge of the important factors that affect work success and satisfaction as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score of the 1973-74 students.	CMI, Part I	Already Available	Part I - Knowing Yourself	Sample of 12th grade students	April, 1975	Research and Placement Officer

EVALUATION DESIGN SUMMARY CHART

SENIOR HIGH COMPONENT PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
5. The 12th grade students participating in the Career Education Program will demonstrate their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.	Career Maturity Inventory, Parts I and III	Already Available	Part I - Knowing Yourself Part III - Choosing a Job	Sample of 12th grade students	April,1975	Research and Placement Officer
6. The 12th grade students participating in the Career Education Program will demonstrate their ability to relate personal interests and values to types of paid and unpaid work and their associated life styles as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.	Career Maturity Inventory, Parts I and III	Already Available	Part I - Knowing Yourself Part III - Choosing a Job	Sample of 12th grade students	April,1975	Research and Placement Officer

EVALUATION DESIGN SUMMARY CHART

SENIOR HIGH COMPONENT PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
7. The 12th grade students participating in the Career Education Program will demonstrate their knowledge of the steps to be taken and the factors to be considered in career planning as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.	Career Maturity Inventory, Part I	Already Available	Part I - Knowing Yourself	Sample of 12th grade students	April, 1975	Research and Placement Officer

EVALUATION DESIGN SUMMARY CHART

PLACEMENT COMPONENT PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. A greater percent of exiting students will be placed in further education during the 1974-75 year than was placed during the 1973-74 year.	Placement records	Forms already available	Record of placement in colleges and vocational schools	All 12th grade students	May,1975	Research and Placement Officer
2. A greater percent of senior high school students will be placed in paid/unpaid occupations during the 1974-75 school year than was placed during the 1973-74 year.	Placement records	Forms already available	Record of placement in jobs	All 12th grade students	May, 1975	Counselor
3. A greater percent of those placed in further education and employment during the 1974-75 school year will consider the placement to be consistent with their career plans than those placed during 1973-74.	Follow-up questionnaire	Already Available	Attitudes toward placement	Exiting students who have been placed	May, 1975	Research and Placement Officer
4. A greater percent of the 1974-75 12th grade students will be engaged in part-time or unpaid work they consider consistent with their career plans than the 1973-74 12th graders.	Questionnaire	Already Available	Number of 12th graders working part-time in work consistent with their career plans	All 12th grade students	April,1975	Research and Placement Officer

EVALUATION DESIGN SUMMARY CHART

MANAGEMENT COMPONENT PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The school administration will increase the number and type of job preparation opportunities during the 1974-75 school year. It is expected that there will be 10 percent greater number and types of job preparation programs than was offered during the 1973-74 school year.	Summary report on available job preparation	Outline for report already available	-Name of course program -Type of program -Year available	N/A	May, 1975	Project Director
2. The school administration will demonstrate knowledge of the finances expended on the Career Education Project that came from Section 142(C) of Part D of public law 90-576 as indicated by an expenditure report. It is expected that the report will contain data on money expended by components.	Expenditure Report	Form is already available	Budget category and amount spent by K-3, 4-6, 7-9, and 10-12	N/A	June 30, 1975	Project Director
3. The teachers involved in the Career Education Program will increase their knowledge of career education as indicated by in-service training tests. It is expected that a statistically significant gain at the .05 level will be achieved.	In-Service Training Test	Already Available	Knowledge of career education concepts and techniques	All teachers in program	Pretest Oct. 1974 Post Test April, 1975	In-Service Trainer

EVALUATION DESIGN SUMMARY CHART

MANAGEMENT COMPONENT PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Dates	Person Responsible
4. The teachers involved in the Career Education Program will respond positively to career education concepts as measured by a Semantic Differential. It is expected that a mean gain of .25 will be made on the post tests.	Semantic Differential	Already Available	Attitudes toward career education concepts	Teachers	Aug., 1974 Jan., 1975 May, 1975	Research and Placement Officer

Appendix B

List of Standardized Instruments

STANDARDIZED INSTRUMENTS

1. Career Maturity Inventory, 1973, McGraw-Hill, Inc., Monterey, California 93940

2. Coopersmith Self-Esteem Inventory

3. Career Education Questionnaire (CEQ), University of Minnesota

4. Career Development Inventory, Columbia University

Appendix C

Copies of Locally-Developed Instruments

The following evaluation device is known as a semantic differential. You will note that there are pairs of adjectives with a line between. You are to think of the concept listed below that is to be evaluated, and mark your opinion of that concept on the line between the pairs of adjectives. For example, if the pairs were:

Large _____ Small

You should place an X on the line in the position representing your opinion of the concept on that pair of adjectives. If you think the concept to be very large, place your X close to Large. If you think of the concept in terms of being very small, place your X near Small. If you think of the concept in more moderate terms, place your X somewhere in between.

Work as rapidly as possible. Your first impression is probably most accurate.

THE CONCEPT TO BE EVALUATED IS: VOCATIONAL EDUCATION

Successful _____ Unsuccessful

Humorous _____ Serious

Positive _____ Negative

Dull _____ Sharp

Lazy _____ Busy

Smooth _____ Rough

Interesting _____ Boring

Slow _____ Quick

Strong _____ Weak

Unfair _____ Fair

Tense _____ Relaxed

Valuable _____ Worthless

Deep _____ Shallow

Good _____ Bad

Active _____ Passive